

Standard 1: Planning and Preparation

Teachers know the subject content and how to teach it

- a. Understand and use key concepts, underlying themes, relationships and different perspectives related to content area
- b. **Design content that is meaningful and relevant to students**
- c. Relate ideas and information within and across the content
- d. Develop instructional outcomes aligned with the South Dakota content standards

Teachers plan and prepare effectively

- e. Prepare assessments which are aligned to learning outcomes
- f. Use student assessment data to drive instruction
- g. Use current research
- h. Use state standards and district curriculum
- i. Accommodate student developmental needs, background and interests
- j. Select strategies to engage all students in learning
- k. Use available resources, including technologies in the development and sequencing of instruction

Standard 2: Learning Environment

Teachers create a positive learning environment

- a. Demonstrate effective classroom management and classroom procedures
- b. Encourage positive social interaction, active engagement in learning and self-motivation
- c. Respect individual differences among learners
- d. Establish and maintain appropriate standards of behavior
- e. **Create an environment of respect and rapport**
- f. Create and maintain a safe and purposeful learning classroom climate for all students
- g. Ensure student time on task
- h. Communicate and work with appropriate educational support personnel
- i. **Provide opportunities for community and parental involvement**
- j. **Set and communicate high expectations for all students**
- k. Embrace diversity in the school, community and world

- l. Integrate current technological tools to build global learning communities
- m. Understand the impact of social media in the learning environment

Standard 3: Instruction

Teachers facilitate student learning

- Use instruction time effectively to maximize student learning
- Differentiate instruction to meet the needs of individual learners
- Integrate cultural competence in an understanding of the diversity of students and communities
- Connect students' prior knowledge, life experiences and interests in the instructional process
- Use student performance data as a guide for decision making
- Employ effective instructional strategies

Use multiple and varied assessments

- Encourage student self assessment and monitoring of progress
- Provide timely and effective feedback

Teachers communicate clearly and effectively

- Demonstrate thoughtful and responsive listening
- Model appropriate communication in all written, oral and visual venues
- Communicate with students, parents and other audiences about student progress

Standard 4: Professional Responsibilities

Teachers engage in professional growth

- Participate in professional growth opportunities at local, state, and national level
- Link professional growth to establish professional goals
- Adopt research based best practices
- Actively investigate new research based ideas and current educational policy that improve teaching and learning
- Commit to refining practices through self-assessment and reflection
- Take responsibility to grow and develop with colleagues through interactions that enhance practice and support student learning
- Recognize how personal bias affects behaviors and interactions with others

Teachers collaborate

- Engage all stakeholders regarding decision making and the well being of students while respecting student/family privacy and confidentiality

- Institute practices that invite other groups into the classroom
- Form partnerships with individuals and entities as appropriate
- Participate actively as a team member in decision-making processes that affect the educational community
- Participate actively as part of an instructional team